



Ranvilles Junior School Policy for Collective Worship

1. ACCESSIBILITY

This policy is available in large print or Braille.
Please contact the school office who will be happy
to arrange this for you.

2. PURPOSE OF POLICY

The purpose of this policy is to explain the process and our commitment to Collective
Worship at Ranvilles Junior School.

3. APPROVAL

Approval date: March 2019

Date for next review: March 2021



4. INTRODUCTION

It is a legal requirement for all children in Hampshire County Council schools that they attend a daily act of collective worship. This act is to be mainly, broadly Christian in character but must be non-denominational. It should also reflect the other major religious traditions in Britain.

5. REFERENCES

Hampshire County Council's guidance on Collective Worship.
DfEE circular 1/94 "Religious Education and Collective Worship"
Education Reform Act 1988.

6. POLICY

We believe good practice in Collective Worship will enable children to:

- Develop an awareness and understanding of the spiritual dimension of life
- Develop a moral and caring attitude and code of conduct
- Celebrate work and achievement of themselves and others
- Gain knowledge and understanding of aspects of Christian beliefs and practices
- Gain knowledge and understanding of aspects of the beliefs and practices of other major world religions

Elements of the following will be included in Collective Worship to provide a time to:

- Reflect, respond and revere in a time of sanctuary.
- Explore feelings such as awe and wonder.
- Reaffirm, interpret and put into practice the values of the school.
- Revere or venerate a divine being or power.
- Provide a sense of rhythm in the school day by marking and celebrating special occasions and achievements.
- Develop a sense of unity, sharing and belonging.

The majority of acts of Collective Worship will be based on the broad teachings, values and traditions of Christianity.

7. CONTENT

7.1 Rationale

The main requirements of the 1988 Education Reform Act are:

1. Collective Worship must be daily for all registered pupils.
2. It can be any time of day.
3. It can be in whatever grouping the school wishes.



4. As a rule, it should take place on the school premises. Any acts of collective worship taking place off site should be in addition rather than instead of those in school.
5. The majority of acts of collective worship each term should be wholly or mainly of broadly Christian character. They should reflect the broad traditions of Christian belief and should be non-denominational.
6. Regard must be taken of the pupils' ages, aptitudes and family backgrounds.
7. Parents have the right to withdraw their children.
8. It is the duty of the Headteacher and the governing body to see these arrangements are carried out.
9. Teachers have the right to withdraw from collective worship.

7.2 Methods

Collective worship groupings will include the whole school, year groups, classes and school houses. All children at our school will attend the daily act of collective worship. (Except children who have been legally withdrawn by their parents). The acts will be headed by a variety of members of staff, speakers from outside school and the children themselves. This flexibility is important. It makes sure we can create the right atmosphere in a suitable environment given the wide age range of the pupils in school. Particular attention should be paid to visitors to the school. They should be:

- Known to the school, recommended from another school or met beforehand
- Well briefed on the school's requirements
- Familiar with the ages and aptitudes of the pupils
- Made to feel welcome

Collective worship and assemblies are distinct activities. They may take place as part of the same gathering but the difference between the two should be clear. Collective worship is most effective when it includes a variety of methods and approaches. These may include:

- Music, singing, dance and drama
- Stories and poems
- Film, visual and audio resources
- Reflection and prayer
- Pictures
- Artefacts
- Pupil's work
- Discussion
- Readings

There must be an opportunity for a moment of stillness and reflection. Teachers should use such phrases as "Now, we will have a time of stillness and quiet" or "Let



us think or pray for a moment". These moments must ensure the integrity of all pupils is respected. Pupils can be invited but not compelled to join in a prayer.

Care should be taken to create the right atmosphere that is conducive to worship. Appropriate music should be played at the beginning and end of the assembly.

The final, but essential ingredient is offering the opportunity for staff and pupils to worship. Collective acts of worship should provide opportunities to **reflect respond and revere**.

7.3 Reflection

Time should be given to reflect on the stimulus. To focus attention, a presenter might light a candle, show a picture or slide, play some music, ask for stillness, or read an evocative poem or piece of prose. The aim is to identify a time that is respected by all present and enables the pupils and staff to reflect on a particular issue.

7.4 Response

Worship demands a level of involvement. Clearly we cannot require pupils or staff to worship, but opportunities can be offered to respond in some way. Responses might be expressed through silent thoughts or more overtly by:

- listening to the presenter or a pupil reading a prayer, a short passage or poem
- a pupil saying a prayer
- singing or chanting together
- repeating or reciting a response
- movement or dance
- meditation
- silence or stillness
- pupil participation through a theme
- asking and responding to questions

7.5 Revere

Another essential dimension of worship is a sense of reverence, awe and wonder and perhaps this should be seen as the culmination of all the other elements suggested. It is towards a sense of reverence that schools should aim in order to provide an act of worship. It is the recognition, affirmation and celebration of the worthiness of certain realities and values, held to be of central importance to the community that worships.

7.6 Themes

Staff will be asked to base their assemblies around termly theme choices displayed in the staff room and are included in these guidelines. There will be a collective worship three year cycle of themes.

7.7 Resources

There are a variety of resources available for use in collective worship.



7.8 Right of Withdrawal

Parents have a legal right to withdraw their children from all acts of collective worship if they wish to. If this happens children will be supervised by a member of staff during times of collective worship. The issues and procedures connected with the withdrawal of children should be discussed carefully with parents.

8. APPENDICES

Appendix 1: Collective Worship 3 Year Cycle



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	AUTUMN TERM			SPRING TERM				SUMMER TERM			
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July
Year 1	Harvest Being new The beauty of Autumn	Divali (23rd) Caring for our school and each other	Stories Jesus told Remembrance Day (11th) Needing others	Advent Xmas	Resolutions Promises and lies Ramadam begins (21st)	Tolerance Lent begins	Caring for our world Easter New life	Easter New life	Shauvot (Revelation of Torah on Sinai) Rules & laws Trinity Sunday (25th)	Creation stories	The Disciples of Jesus
Year 2	Harvest Being new Following rules (Christian and school)	Celebrations Yom Kippur	Remembrance Day (11th) Remembering and celebrating lives and life	Advent Xmas	Resolutions Trust The beauty of winter	The Miracles of Jesus Lent begins	Caring for our world	Easter Celebrating Spring	Special people and special places The ascension (21st)	Christian rituals Trinity Sunday (7th)	Stories about the unexplained and unusual (Magical nature)
Year 3	Harvest Being new Friendship	Gods Prayer	Gods and goddesses Remembrance Day (11th) Loyalty towards others	Advent Xmas	Resolutions Reflecting on the past and changing for the better	Trust Lent begins	Old Testament stories	Easter Spring prayers and poems	Responsibility The ascension (13th) Trinity Sunday (30th)	Parables of Jesus	Environmental Issues

Class based assemblies may not necessarily follow the above themes.